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Today's students

UNIVERSITY OF MONTANA

Spring 1982

Editor's Note

This issue of *The University* looks at UM's students. Students are after all the reason we have a state-supported University of Montana. We all know the rhetoric—Montana's young people are Montana's future—and the truth in that moves us to support higher education in this state and to want Montana's universities to be as fine as possible.

Yet there is an irony in the attitudes of many who support higher education—they don't particularly care for students. The public often acts as if it wishes students could somehow skip the confusions and false starts of growing up and get right to the business of being adults.

For those of us who were once students ourselves the problem is compounded. We idealize our own college days, and we tend to judge today's students against our own selective memories of the past.

The point was brought home recently in a letter to the editor of the *Missoulian*. The writer described what he saw as a lack of self-sufficiency among today's students. Why, he wondered, all the belly-aching about cuts in federal financial aid? When he was a student—you guessed it—he had a job.

It will no doubt surprise the gentleman to learn that lots of UM students—probably more than at any time in history—hold jobs. No one knows for sure how many UM students hold full or part-time jobs, but the consensus among UM administrators is that well over 50 percent work during the academic year in order to stay in school.

Few people, unless they live on or near a campus or have children of college age, have any firm basis for generalizing about today's students. The last time students got much attention from the news media was during the turmoil of the late 60s and early 70s when most of today's college students were in grade school. Yet for many, the college student of 1982 is identified with the students of 10 or 12 years ago. You may find that today's students aren't as you imagined them.

In our effort to provide an up-to-date look at Montana's students, *The University* was fortunate to have the services of Emily Ransdell, a graduate student in English who spent a quarter working on this issue as an intern from an advanced editing class.

William Scott Brown
Editor

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Editor William Scott Brown
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Contents

Around the Oval

3

Today's students

Have students changed?

4

*UM teachers talk about their students—
15 years ago and today*

A senior looks back

*The 28-year-old mother of two boys
talks about the long road ahead*

Discovering Montana students

8

*Professor Richard Hugo says
they're something special*

Classnotes

14

Cover Photo by John Carsons

THE UNIVERSITY

Spring 1982
Volume 14, No. 5

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Around the oval

"A Future for the Arts"—Into the home stretch

With a month remaining the University's "A Future for the Arts" campaign to raise \$1.1 million for a new building for radio, television and the fine arts is in sight of its goal.

According to Bill Zader, associate director of the UM Foundation who has coordinated the campaign, \$870,000 had been raised by May 1.

A new fine arts building has been a pressing need at the University for years. Radio and television occupies makeshift studios on the third floor of the journalism building. Space for drama and dance is scattered widely across the campus, and props are housed five miles away at Fort Missoula. The University's fine permanent art collection, lacking a gallery, is in storage.

Public support for a building that would alleviate these problems moved the 1981 Legislature to appropriate funds.

But there was a catch. The needed building would cost \$8.6 million; the Legislature appropriated only \$7.5 million and challenged the University to raise the remainder from a combination of private sources and building fees.

Since fall the UM Foundation has worked hard to meet that challenge.

Initial efforts focused on large corporations and foundations with a history of support for communications and the arts. Major gifts were received from D. A. Davidson & Co. of Great Falls, the Lee Enterprises Foundation and the three Montana newspapers owned by Lee Enterprises, Meadow Gold Dairies of Missoula, and Safeway Stores Inc. Several other large gifts were made anonymously.

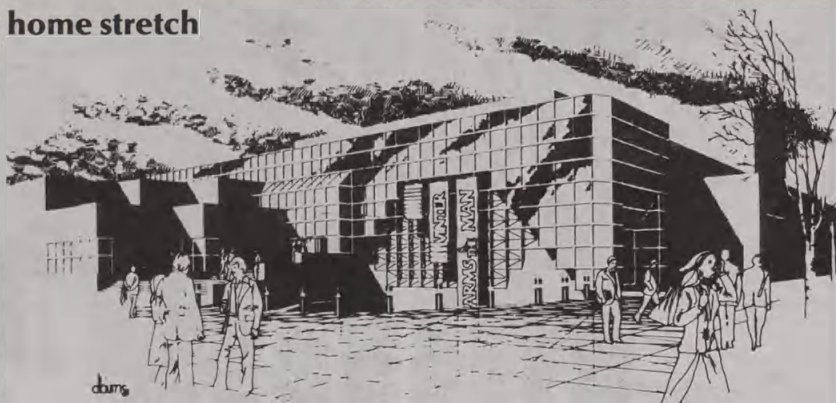
Still the major gifts portion of the campaign did not go as well as the University had hoped.

Zader explained that the problem arose from the unusual nature of the request. Many corporations said they were willing to support programs but not "bricks and mortar" for a state building.

On April 27 and March 1 the crucial public appeal portion of the campaign was launched with news conferences in Missoula and Billings.

The Missoula kickoff coincided with the spring meetings of the boards of the UM Foundation and the Alumni Association. Each group undertook significant commitments on behalf of the campaign.

The foundation board committed itself to raise \$225,000 from among its own members and their affiliated businesses.



The alumni board agreed to take the lead in the Buy-a-Seat Program, designed to raise \$225,000. Buy-a-Seat enables individuals and families to symbolically buy one of the 500 seats in the new building's main theater. The cost per seat is \$450 and payments can be made monthly for up to three years. Donors

through the Associated Student sponsored Buy-a-Brick program, similar to the Buy-a-Seat effort.

The official end of the campaign is May 31. Even though the goal is near, some \$200,000 are still needed.

"We're not there yet," said Zader. "I believe we can make our goal, but as the campaign winds down, we're going to need help from every alumnus and every person in Montana who understands how important communications and the arts are to the University and the state."



or those they wish to honor will be recognized on an engraved plaque in the lobby of the theater.

In April, a direct mail appeal to all 33,000 UM alumni, 7,000 parents of students and 3,000 additional friends of the University got a big boost when actor and alumnus Carroll O'Connor M.A. '56 and his wife Nancy '51 made leadership gifts of \$20,000 each.

Also in April, the Montana Board of Regents authorized spending up to \$500,000 from University building fees. These are fees charged to students to cover debt service on several campus buildings. Normally any building fee surplus is held in reserve for emergencies, such as an elevator breakdown or unbudgeted roof repairs. Earlier UM students voted overwhelmingly in favor of using fees for the new building. Students also supported the campaign

Accreditation boosts School of Business

The University of Montana School of Business Administration received word in April that its two-year-long bid for full accreditation has been successful. The announcement that all the school's programs are now accredited by the American Assembly of Collegiate Schools of Business (AACSB) was made jointly by UM President Neil Bucklew and Dean of the School of Business Administration Paul Blomgren.

"I am extremely pleased," said Bucklew. "This review has been long and arduous, but we got the result we hoped for, the result we believed that we deserved. The School of Business Administration is a very fine school and the action of the AACSB formally recognizes this."

UM's business school becomes one of only 182 in the country (and the only school in Montana) accredited at both the undergraduate and master's levels.

"We have joined an elite group of perhaps half a dozen schools in the Northwest with similar accreditation," said Bucklew.

"Full accreditation will be a real boost for

Continued on page 10

Students

by Emily Ransdell

Things seem to have changed on the UM campus since 1970. Gone are demonstrations and marches on the oval, sit-ins and protests. Gone is the atmosphere of defiance and hostility.

Students no longer stamp across the Oval, charged with demands. They seem quieter, more conservative. Their hair is shorter. Many wear oxford cloth and grey flannel as often as jeans.

But are today's students fundamentally different? And why have they changed?

These questions aren't easily answered, not even by the professors who see students every day. Some say students are indeed different, that they're worried about their futures and how they'll find a job. Other professors disagree. They insist that students never really change: they're as eager and optimistic about their futures as they've ever been, and they're brim full of faith no matter how bleak the economy or the world situation.

One thing, however, is clear in the minds of teachers at UM — something has happened to students on this campus since 1970. And whether or not students are a different breed because of it, their visions of the world, of college, and ultimately of themselves have changed. What triggered that change, teachers say, was Vietnam.

For the first time, young people reacted en masse, intently and passionately to something they believed was wrong. For the first time they found themselves challenging the values of the society that raised them, a system they suddenly couldn't believe in.

Les Pengelly, chairman of the wildlife biology department, recalled the drama of that period: "The real break came on Earth Day, 1970. Our students, like students everywhere, were outraged."

They were outraged not only with Vietnam, but with issues such as the environment; everything became a symbol for what the system was doing wrong. "Earth Day was wild," Pengelly said, "Right on the edge of violence."

Leslie Vining



-they've changed ... or have they?

What made UM different from the scores of other campuses where violence did break out was the good judgment and genuine concern that UM president Robert Pantzer showed when he met with students on the steps of the fieldhouse, Pengelly said. "He knew how to handle it."

Pengelly added that that day was the unofficial beginning of a permissive period, what Arts and Sciences Dean Richard Solberg called "our loopy-goopy period." The general feeling was that students didn't need curricular requirements, that they could chart a course for themselves. Many requirements fell by the way.

The buzzword was "relevant." Everyone asked "How is this course relevant to life?" Some almost seemed to defy learning anything except from their personal experience.

"Their attitude," said geology professor Ian Lange, "was 'I dare you to turn me on.' Or 'why are you telling us this?'"

They're still questioning the relevance of their work, Lange said, but for different reasons. Now they ask "How is this going to prepare me for a job?" In geology, at least, this change in attitude was an abrupt one. Lange believes it came in the 1973-74 school year, the year of the OPEC oil embargo. "Directly or indirectly, that led to a recession," he explained. "All of a sudden, jobs were a lot harder to get."

And students started seeing college as a way to get them. In geology, as in many fields, enrollment surged. In the 60s, Lange said, all the sciences had been out of favor with students. Anything technical was somehow related to the military industrial complex and therefore Vietnam. But since '73, it's been a different story: there is value in geology because there are jobs in geology.

Students all across campus are more concerned about finding jobs than ever before. Most teachers feel that concern makes for better students. Sara Steensland, chairman of the home economics department, said her students are more conscientious now. But other teachers feel the line between the conscientious student and the

(Continued on page 6)

"You've got to be gutsy to stick with it."

One important change professors have noticed is the increasing number of older students in their classrooms, students with a different outlook, different problems and goals. Robin Jennison, 29, the mother of two boys, talks about the long road toward a degree in nursing.

If I've learned one thing in college, it's that you can't take 19 credits, hold down a full-time job, and try to raise two kids. There just aren't that many hours in a day.

Going to school at age 27 is not easy. I have high goals for myself, but because of time constraints, I have had to rearrange them somewhat. After I complete my B.S. in nursing, I'm planning to get a master's with a specialization in nurse midwifery. I'm in my fourth quarter now, and the two degrees combined usually take a minimum of six years in school, plus one year of practical experience. But I've already realized I won't make that schedule. I'd have to sacrifice my health, and possibly my kids, so for me eight to ten years is more realistic.

Still, there are days when I don't even have time to pick up a newspaper. Any spare time I do have, after classes and my work-study job at Big Sky Preschool, I spend with my sons, age three and six. Sometimes it's only a half an hour—a story at bedtime, instead of studying. But my kids know the meaning of pulling together. For instance, bath time and story time go on simultaneously. While cooking dinner, we talk about everyone's day.

Sometimes I resent having so little time for myself. If the mending and house cleaning aren't done properly, how can I justify spending an hour or two on myself? My one salvation is lunchtime with friends. I get together regularly with

several other students, most of them older, in their late twenties, like me. We get a lot off our chests, complaining about chemistry! But often, I just eat lunch in class while taking notes.

I don't really feel that I'm competing with 18-year-olds. In a few classes, the younger students have been on top of things because they've just had the subject in high school, but mostly we're all struggling together.

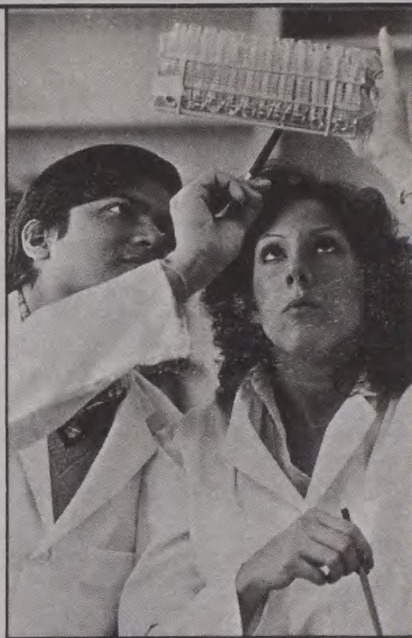
For me, the most pressing issue is finances. Because I had never worked outside my home, when I got divorced last June, I had no job skills and found myself on welfare. Ever since I was small, I was taught that welfare was degrading: people on it were lazy and could find jobs if they really wanted to. But now that I am on welfare, I'm on the other side of the fence, and it has become an issue I have to face and deal with every day. Sometimes I ask myself how long I can keep up with a schedule that often lets me sleep only six hours a night. But that is what it takes to get everything done. If I really want to eventually become a nurse midwife, I have to keep plugging along.

Last winter I got sick, and finally had to drop biology. Before I did, there were days when I barely stopped moving from 8 a.m. to 9 p.m. Only an hour or two break, to pick up the kids from school and preschool and get dinner fixed. Then it was try to spend a little time talking to the kids, get them to a sitter, and get back to school.

Obviously, college is not a rose garden. You have to be gutsy to stick with it, especially if you're going at it for the first time at age 27, raising two children and working as well. By the time I receive my degree, I will definitely have earned it. I hope my kids will be proud of their mom, because they will know what effort it took.



Leslie Vining



Leslie Vining



Leslie Vining

(Continued from page 5)
driven or overly focused one can be a fine one.

Management professor Mary Ellen Campbell said she sees many students who are trying to compartmentalize their education too much: "They think literature is here, business is there, and never the twain shall meet. You should hear them howl when I have them read Thoreau or any other great mind. They say 'How will THIS make me a better manager?'"

"But the fact is, it will. Education is a perspective that allows you to think and solve problems more creatively. Management 364 can't solve all the problems they're going to run up against. They need to develop the ability to solve them themselves."

Campbell said she hasn't been teaching long enough to see many major changes in student attitudes. But in the eight years she's been at UM she thinks students have become more pragmatic. "They want a job, but they also want time for the passions of life — music, philosophy, whatever. They're willing to make trades. Free time and good location mean more to them than money — of course in Montana, that may have always been the case."

Campbell also said she has noticed a change in the age distribution in her classes, as did several professors. But their thoughts about the increasing age range varied greatly. Dean Solberg speculated that it may be creating a more isolated student body, one whose peer group is narrowing. "After all," he said, "the person sitting in the next seat may be 20 years older than the 18-year-old."

One English professor, who has been here 30 years, agreed. "It strikes me that

students don't know each other very well. I feel sorry for them. All the old social opportunities are gone."

But Campbell disagreed, saying that in her classes students get to know one another by working on projects together. "Interest bridges age gaps." Older students also spur class motivation, she said. They're here because they really want to be. They've grown tired of their job situation, and they want to 'retool.' They work hard, and their grades reflect it. They keep the younger students on their toes too. In Campbell's classes, the older students are often the ones who raise the grading curve, and everyone in turn must work harder.

Teachers often comment that students today are quieter than they were 15 years ago. Dean Solberg said that though they were still concerned about world situations, they have no single issue to unite on. There is no single student voice.

"On one front you have people concerned about wilderness, on the other its the trouble in El Salvador. We've seen Save the Bob Marshall, Free the Hostages, Pass the ERA . . . but no Vietnam."

However, there is one issue that all students today seem concerned with: the tight job market and how to survive it. And in some fields, they've good reason to be concerned.

Pengelly said that in wildlife biology, the job market has dried up and the mood is one of pessimism. As recently as five years ago, UM's graduate program in wildlife biology placed 100 percent of its students. Now its closer to one in five. Increased enrollment inflates that ratio, but Pengelly said the problem has come largely from society.

"Cognitive dissonance," Pengelly called it. "It's when people hold two opposite points

of view. On one hand, they want clean air and wilderness and national parks, but they also want tax reform." Since 90 percent of all wildlife biologists are hired by state or federal agencies, tax reform means crisis for programs such as wildlife biology and environmental studies.

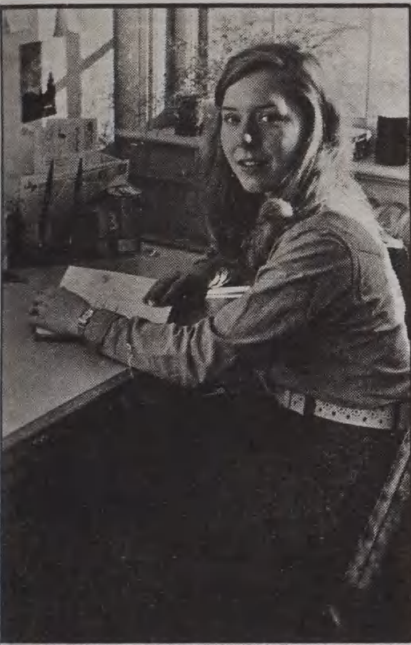
Are students worried? "Not yet. They're busy with exams and activities while they're here," Pengelly said. "They tend to isolate themselves from the problems they're going to face later. I would say, though, that next summer, after some graduates have been out a few months and still don't have a job, will be the most dangerous time for them emotionally."

Liberal arts students, too, are facing a tighter job market than ever before. And their mood reflects it. Said Solberg: "Everything used to be bright, bold colors . . . Right now it's all beige and grey."

No one is closer to the job seeking efforts of UM's students than director of Career Planning and Placement, Don Hjelmseth, and he's optimistic about the future for liberal arts students. So, too, are students who have gone through career counseling and spent time assessing their skills. They leave college feeling quite optimistic, he said.

That, according to Hjelmseth, is because liberal arts students have what employers are looking for: a global outlook and good communication skills. "What's important today are planning, research and communication skills. Critical thinking and evaluating."

Yet students don't all seem so sure that their good thinking skills will get them a job. Department enrollment figures hint at a basic change in student priorities, one that's leaving some classrooms speckled with



Leslie Vining

"In order to get something out, I had to put something in."

One quarter away from graduation, senior Bill Arnold looks back at his experiences at UM.

I first entered college because of pressures created by my parents and perhaps by society in general. Growing up in a predominately white, middle-class environment put pressure on me to attend college. As an above-average student, I was placed in the "college-bound" track. My instructors consistently mentioned upcoming college work, thus gearing me for my future college career.

My parents also expected me to attend college and made that fact clear. They did give me one option, however. If, after one year, I did not want to continue, I could choose to do something else — work. My older sister had dropped out of college after one year, so it seemed I was destined to become the first child in the family to graduate from college. The problem, however, was that I didn't know exactly what I wanted to get out of it.

Like most students, I had little experience on which to base life decisions. Going straight into college put me in a relatively closed world. Campus became a separate reality. Life revolved around the classroom, the dorm, and other on-campus activities. I found myself looking at the world through the pages of books or through the eyes of a professor.

I took a lot of courses taught by strict academicians who had never worked outside a university. They continually explained theories and concepts that they themselves had never even tested in real life. They would pull a theory out of a book, and expect me to accept it as "the gospel truth." I can remember having to do simply ridiculous problems that would never occur in real life. I found myself beginning to question things — not always accepting the professor's view. This, I realized later, was very beneficial. It taught me to question, to think independently.

Early on, I held a preconceived idea that college would give me exactly what I needed to walk into a job and that I would know everything I needed to know. What I found was that college does not guarantee success, but merely provides a means for it. I began to realize that in order to get something out, I had to put something in.

But my expectations exceeded reality. Whenever the "American Dream" of personal reward and financial success



Leslie Vining

becomes unreachable in the imagination, anxiety results. I experienced this anxiety and eventually dropped out of school because of it. I needed time to sort things out in my mind, to reassess my views. When I did return to school, I had a clear idea of what I wanted to do, and I realized that college could help me achieve my dream.

But I knew a dream must be practical. For me, the cooperative education program at UM filled this requirement. I spent six months of my junior year as a planner with the Montana Department of Community Affairs. The internship provided me with college credit as well as a substantial salary. More importantly, it helped me gain practical experience, increased my confidence, and improved my ability to deal with people.

As an intern, I was largely on my own, relying on what I had learned in the classroom. I designed and conducted surveys, prepared maps, and wrote reports, updates, evaluations, and recommendations. The writing and organizational skills as well as the cartographic skills I acquired at UM helped me do my job well. Also, I felt that through my relations with people at UM, I was better prepared to handle my relations with state officials, local city-council members, development corporation members, and the community. I had a degree of confidence in my ability that I believe is a direct result of my experience in college.

For these reasons, I feel that college — a liberal arts degree — benefited me greatly. Looking toward graduation now gives me a good feeling; I am better off for having completed school. My opportunities in the planning field will certainly be greater, and I will leave UM a broader person.

empty seats, while others are crammed to capacity. The change: idealism and issues are out — practicality is in. And in a year when unemployment figures skyrocketed in Western Montana, practicality often translates into a job.

"Students want something tangible in hand when they leave here," said Pharmacy School Dean Phillip Catalfomo. "Career development is very important to our students. Most are committed to a job before graduation." Catalfomo said the job market in pharmacy is outstanding right now and that most graduates stay in Montana.

In other fields, where the future looks just as good, enrollment is soaring: computer science, business and geology are just a few. In those areas, the economy hasn't dampened the outlook. The only problem, according to geologist Lange, is that the nation's universities will produce more graduates in such fields than the job market can absorb. Since 1972 the geology department has doubled and is planning to start limiting graduate enrollment next year. The Business School has 1,700 majors this year.

In 1982, some students seem to see dazzlingly bright futures. Other seem uncertain. Some seem lonely, while others are up to their eyeballs in class projects and activities. Many are just as deep into jobs, to pay their tuition. They're quieter. They're more interested in career development than personal development.

But does all this mean they're really different?

"Not really," said one professor. "Students don't change, they adapt. Circumstances change, and in 1982 times are a little bit tough."

So are UM's students.

Discovering Montana students

by Richard Hugo

In 1964 at the age of 40 I started my teaching career at the University of Montana. For the first three or four years I taught, among other things, freshman composition. The word "taught" should be forever in quotes. Let's say I tried.

My second or third quarter, a young woman turned in an essay about her life on her family ranch. She wrote about the equipment and machines, their power ratings and their functions. In my ignorance, in a prejudice formed over many years of accepting banal clichés about the sexes, I believed she had copied the paper, that a boy had written it. I said as much, in writing

on the margins of her paper. She came to my office furious and said she had written the paper herself. I didn't believe her but didn't press the point. I lost her, of course. Her distrust of me was evident from then on in the classroom, and at the end of the quarter I gave her a poor grade.

How could I have been so dumb? Wherever she is, I hope she is happy and that, if she reads this and remembers, she will forgive me. It hadn't occurred to me that I was now in a state where both sexes are called on often in moments of crisis on ranches where the closest help is miles away. And that here women carry on those responsibilities we think of perhaps as frontier in nature — that women often do the same work as men and must know the same things. Survival demands it. I still suffer from the memory of that mistake though I can't

even remember the student's name.

I learned early that teaching is a hell of a lot more serious than anything I had done before for a living. I was dealing with lives, and I'd better start paying attention to the individual sensibilities of the students. I was in a unique place and had better make my adjustments to it. How I wish that then I'd been married to the woman I'm married to now: Great Falls, 4H, much time in the country, breaking horses when she was in her teens, raising pigs, chickens and calves. How much she could have taught me about Montana and its people, she who grew up knowing A. B. Guthrie Jr. and Joseph Kinsey Howard. And how I could have used those lessons. I never would have made that stupid blunder on that girl's paper.

But I was on my own, shaky and scared. I'd never taught before, and my only time in Montana had been on a troop train in 1945. I was back from overseas, on my way home to Seattle for my furlough. April. Germany would surrender in less than a month. The train pulled into a college town and stopped. Lovely coeds on the platform brought us baskets filled with magazines and fruit and candy. Far off to the north — I remember I was looking from the right side of the westbound train — I saw a college. It looked small and charming in the distance, and I



Richard Hugo, poet and director of the UM creative writing program, came to Montana eighteen years ago. Here he reflects on what Montana students have taught him.



thought it idyllic. It sat atop a wide gulch, on a hill, innocent and safe. I remember thinking maybe one day I might like to return there and find peace and quiet. My nerves were bad from the war: nervous in the service, we used to call it.

I looked and looked for that place after I came to Montana in 1964 but could never find it. One day I learned it was Montana State, then Montana State College, and the reason I didn't recognize it was that now the train ran north of the school, not south as it had in 1945.

So now I was back in Montana, perhaps to make a home here, and my nerves were still bad, this time from drink, a busted marriage, a pending divorce, and the fear that I would fail as a teacher. The awful way I'd bungled on that girl's paper only compounded my fear. Every mistake seemed amplified. I came to class without a pen or pencil. I forgot to look up a word in a poem I was trying to

explicate, and a student called the class's attention to my ignorance. I was often so embarrassed that I was on the verge several times of walking out the classroom door, and then just walking off the campus, getting into my car and starting the long drive to Seattle, to see if the aircraft factory would have me back.

One day I received a freshman composition from a boy who came from somewhere east of the divide — Harlowton, I think, though it was long ago and I might be wrong. The paper described a flood that had overrun the family ranch, a flash flood really, and the boy's walk through the desecrated ranchland after the water was gone. The water had come so suddenly and with such force it had swept cattle away. The boy found one dead cow hanging by her neck from the crotch of a huge forked tree. The water had driven her head between the two main branches, then bent her body around until her neck had snapped. Vivid, immediate, unaffected, compelling — the words seemed more breathed than written. What did I have here? He wasn't the only student whose writing I found affecting and clear almost to a point of starkness. His paper happens to be the one I remember best from several pieces of good writing that were coming in from

students native to Montana.

Within a year or two I began to realize what I was into. I was into what I then called the "hick sensibility"—and I don't intend that to sound derogatory. What I mean is that here in Montana were young people who hadn't seen much. They had seen the same mountains, the same plains, the same few people and buildings all their lives. Consequently, everything and everyone they had seen took on enormous identity in their minds, and in turn their minds had grown into the habit of granting each thing, each person, the identity due it.

It was only a matter of giving them a little confidence, of opening the valve and letting that natural, unaffected, innocent but in some ways very sophisticated vision flow onto the page. I realized that for a creative writing teacher, which is what I became almost exclusively, this was a gold mine, truly the treasure state.

Someone once said that true education was the teacher learning from the students. I believe it. I still owe apologies to some students who have been in my classes, apologies for the mistakes I've made. And students owe me no thanks at all. All the time I've been learning from them, from nearly 18 years of Montana students whom I was lucky enough to have in my classes. To even that girl — no, specially to that girl — who knew the power ratings of farm machinery, my apologies still. More important, my thanks.



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Oval continued

the school," said Blomgren. "It will be easier to recruit top faculty members since they can be assured of joining a quality program, and our students will have an edge in the job market."

Blomgren pointed out that in the current recession many firms are limiting their recruiting to accredited schools.

The undergraduate business program at the University has been accredited since 1949 and until 1981 was the only accredited undergraduate program in Montana. A master's in business administration (MBA) was first offered in the mid-60s but the University chose not to seek accreditation until the program was firmly established.

In 1976, however, the AACSB adopted a policy under which entire schools, not programs, would be accredited. UM was given five years to meet accreditation standards for its master's degree programs, and in December 1980 an AACSB accreditation team visited the campus.

The review was generally favorable, but the team identified what it felt were some remaining problems in the MBA program.

"There was a list of items," said Blomgren, "but they boiled down to two things really—funding and the size of the faculty staffing the AFIT-MBA program at Malmstrom Air Force Base in Great Falls."

Despite these problems the 1980 review committee felt UM's programs were very close to meeting accreditation standards. Impressed by a widespread commitment to the business school on the part of the UM administration, the faculty, the Board of Regents, and, perhaps most importantly, the Montana Legislature, the committee deferred a decision on accreditation for one year.

When a second review was conducted this past February, the problems found earlier had been solved.

"The Legislature improved our budget situation, for which we thank them," said Blomgren.

Improved funding enabled the school to hire four new faculty members, all with doctoral degrees. This in turn enabled the University to meet the AACSB's requirement that 50 percent of all undergraduate credit hours and 75 percent of all graduate credit hours be taught by faculty with doctorates.

Meeting the graduate requirement has benefited undergraduates too, explained Blomgren. Since all business school faculty members teach both graduate and undergraduate classes, undergraduates can expect to take a higher percentage of their courses from faculty members with doctorates than they would in an accredited school offering only an undergraduate program.

Bucklew pointed with special pride to the

redesign of the AFIT-MBA that not only met the objections of the first review committee but was singled out for special commendation in the second review.

Each quarter, including summer, a member of the business faculty from Missoula will teach in the Great Falls program while a faculty member from that program will teach at UM. The AFIT-MBA program's faculty will benefit from contact with the faculty in Missoula and from access to the greater library resources of the University. Students in Great Falls will learn from an effectively larger faculty.

"I'm pleased that this innovative and non-traditional program was not only accredited but commended," said Bucklew. "This speaks well to our ability to extend the University's graduate programs in business administration to other areas of the state."

Aber Day 1982— Back to basics

Aber Day is among the University's most time-honored traditions. Yet time has changed Aber Day. Originally dedicated to campus beautification, Aber Day became, in later years, synonymous with the benefit kegger, drawing thousands of young people to the rodeo grounds on Miller Creek for rock music and beer.

The sponsors of the kegger, an independent student group, donated the profits to the University, so there were benefits, but they were a far cry from the campus cleanup of old. And as the kegger became more infamous, there were those who questioned whether those benefits outweighed the negative effects of the kegger's identification with the University.

The last kegger was held in 1979, and it is perhaps a sign of the times that Aber Day not only survived, it has returned to its original spirit and intent.

Missoula City Mayor Bill Cregg proclaimed Wednesday, May 12, as Aber Day in honor of William "Daddy" Aber, the UM professor of Greek and Latin who started the tradition in 1915 to promote campus beautification.

Afternoon classes were canceled and students who wanted to help clean up the campus met at the grizzly bear on the Oval to pick up tools and work assignments. The Aber Day Committee purchased dandelion diggers, and a coalition of students from fraternities, sororities and other campus organizations made plans to dig weeds as an alternative to chemical herbicides.

Students also planted grass seed, cleaned the planters in the Main Hall parking lot, cleared out hedges around dorms, replanted vines along the wall around Campus Drive,

id prepared vehicle-damaged ground for sodding.

Funds for Aber Day 1982 came from resident Neil S. Bucklew, who donated \$10,000 from his budget and ASUM who matched that amount. The money was used to buy trees and shrubs and for clean-up expenses, according to Steve Barclay, director of the UC food service and chairman of the event.

But Aber Day wasn't all work. An art fair, carnival booths, a barbeque and live entertainment, including music, skits by the drama department and a wild west troupe all lent a festive air to the planting and weed digging. In the afternoon, the Mansfield Library held its annual benefit run around the campus, offering a \$150 prize to the department raising the most money in entry fees and other contributions. That money will be used to buy books and audio-visual materials for physical therapy, the winning department.

Federal budget cutting threatens financial aid

The Reagan administration's proposed cuts in financial aid programs would affect all of the 3,700 UM students receiving federal assistance. Some may be forced to drop out or drastically alter their college plans.

UM President Neil S. Bucklew predicts that students would receive 45 to 50 percent less in the \$6.7 million they received this year if the proposal is enacted. These cuts would substantially reduce and possibly eliminate the funds available to students from middle income families.

"It literally would take the middle class out of the system," Bucklew said. He added that the Reagan proposals would "reverse this country's commitment to giving all students the chance at a college education."

Perhaps the most devastating cut proposed is the elimination of federal loans for graduate students. At UM, about 294 graduate students, now receiving about \$64,000 in the federally insured and subsidized Guaranteed Student Loan Program, would be left with no way to pay for their education. Financial aid director Don Mulvaney said that they would have to find funding elsewhere or quit school.

Other proposed cuts include a 40 percent reduction in Pell (basic educational opportunity) grants, which this year provided \$2.2 million in aid to 2,100 UM students. The administration would also reduce college work-study funds by 27 percent. Currently, about 800 UM students work for the University in the work-study program. The federal government pays 80 per cent of their \$14,000 payroll and wants to cut that figure to about \$594,000.

In addition, Social Security benefits to



Virginia Braun

Above—Arts and Sciences Dean Richard Solberg (with hose) provides academic leadership as a faculty work crew plants shrubs outside the liberal arts building on Aber Day.

Below—Students dig dandelions. The Aber Day "Dandelion Dig" was suggested by Missoula naturalist Kim Williams as an alternative to spraying the campus with chemical herbicides.



Virginia Braun

students would be reduced by 25 percent each year until April 1985 when they would be phased out entirely. Potential recipients starting college after May 1, 1982 would be completely disqualified.

Bucklew stated that "belt-tightening is one thing, but radically stripping access to higher education is a serious departure from current public policy."

He encouraged citizens to write their congressmen to express their concern for the future of student financial aid and to add their support to keep higher education accessible to all Americans.

From Missoula to the Met

UM music student Lynn Holding has no trouble with nerves when preparing for a singing audition.

"I feel like a baseball player on the bench—I just want to get out there," she says.

On March 14 Holding, a Missoula native, sang on the stage of the Metropolitan Opera Company.

Holding vied with singers from Washington, Oregon, Idaho, Alaska, Montana and Western Canada at the Metropolitan Opera's Northwest Regional Auditions in Seattle for the chance to go to New York. At those auditions, held January 23, Holding was the only singer selected to go to New York.

As regional first-place winner, she won \$1,400 and an all-expense paid trip to the Met. There, with winners from 16 other regions, Holding participated in a week of coaching by opera "greats," attended rehearsals and performances at the Met and earned a chance to sing in the prestigious national auditions on March 14.

Holding hopes "to have a long-winded singing career and 'retire' at the age of 65 to teach."

Friends of the Library honors four writers . . .

Four well-known Montana authors were honored April 20 at the annual spring banquet of the Friends of the Library.

A. B. Guthrie, Richard Hugo, Dorothy M. Johnson and Norman Maclean received the first H. G. Merriam Awards for Distinguished Contributions to Montana Literature.

Merriam, who died in 1980, was an influential UM English professor and founder of *Frontier*, a campus-based literary magazine that acquired a national reputation in the 1920s and 30s. His efforts to encourage young writers undergird UM's respected creative writing program.

The award was established in his name by the Friends of the Library, a group devoted to

supporting the Maureen and Mike Mansfield Library.

Guthrie, who grew up in Choteau and graduated in journalism from the University of Montana in 1923, is the author of 13 books, including *The Way West*, for which he won the 1950 Pulitzer Prize for fiction. He recently completed the fifth in a series of historical novels that began with the universally acclaimed, *The Big Sky*. His latest novel tentatively titled *Fair Land, Fair Land*, will be published this fall. Guthrie also wrote the screenplay of the award-winning western "Shane." In January, Gov. Ted Schwinden presented Guthrie with the Montana Arts Council-Governor's Award.

Hugo, professor of English and director of the creative writing program at UM, has won international recognition as a poet. His most recent honor came last December, when he was awarded the Academy of American Poets fellowship for "distinguished poetic achievement." Previous recipients include Robert Frost and Ezra Pound. Hugo has written eight volumes of poetry, a book of essays on creative writing and poetics, and a mystery novel, *Death and the Good Life*, set in Montana. Hugo is also editor of the Yale Series of Younger Poets.

Johnson, a 1928 graduate in English who returned to the University of Montana to teach at the School of Journalism in the 1950s and 60s, is renowned as a novelist, short-story writer and historian. Three of her stories—"The Hanging Tree," "The Man Who Shot Liberty Valance" and "A Man Called Horse"—were made into motion pictures starring such Western film heroes as Gary Cooper, John Wayne and James Stewart. Last year she won the Western

Literature Association's Distinguished Achievement Award. Her novel, *Buffalo Woman*, was named the outstanding Western novel of 1978 by the National Cowboy Hall of Fame and Western Heritage Center of Oklahoma City.

Maclean, who grew up in Missoula before leaving the state to attend college in the East, became a writer only after his retirement as professor of English at the University of Chicago where he was honored three times for excellence in teaching. His memoir about his youth in western Montana, *A River Runs Through It And Other Stories*, was called "a stunning debut" and "a masterpiece" by critics who compared his stories to those of Ernest Hemingway and William Faulkner. Maclean, who lives in Chicago but spends his summers at his Seeley Lake cabin, is at work on a book about the tragic Mann Gulch fire near Helena, in which a group of Montana smokejumpers died in 1949.

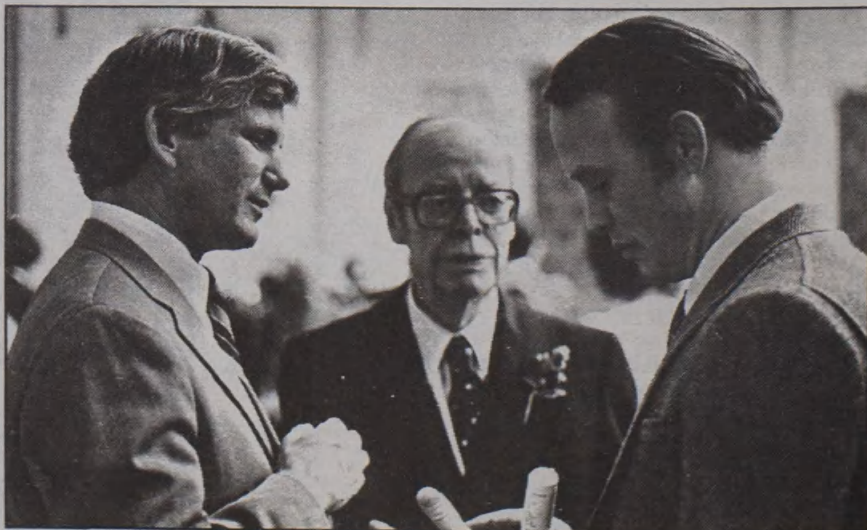
. . . and the Law School fetes Judge Jameson

In commemoration of its 60th anniversary, members of the Phi Delta Phi legal fraternity at the University of Montana School of Law honored one of the fraternity's founders, U.S. District Judge William J. Jameson, at a reception Saturday, April 17.

Jameson was a charter member of the UM Clayberg Inn, the local chapter of the national fraternity, in 1922. That year he also graduated from the UM law school to begin a distinguished 60-year legal career.

He was elected president of the American Bar Association in 1954 and was appointed to

Well-wishers—Among those who traveled to Great Falls in January to congratulate A. B. Guthrie (center) on his winning the Governor's Art Award were UM President Neil Bucklew (left) and Greg Curtis '72, J.D. '75 (right) of Choteau.



the U.S. District Court for Montana in 1957. As a "senior status" judge, Jameson has participated in major federal cases, including the 1980 appeals court decision approving President Jimmy Carter's release of Iranian assets as a condition for freeing the American hostages in Iran.

Basketball fairy tales: Cinderella men Giant killer women

In the last issue of *The University* we reported that both the men's and women's basketball teams were off to encouraging starts. Those starts became excellent seasons.

The Lady Griz ended the regular season with a 22-4 overall record and were 12-0 in conference play. Their season came to a sudden end in the first round of the AIAW National Championship Tournament when they were upset by Wayland Baptist.

The men's team with no seniors was picked to finish seventh out of eight teams in the Big Sky. Instead they were second with a 10-4 record, 17-10 overall, for the seventh best won-lost performance in the 75-year history of Grizzly basketball.

The biggest win of the season, undoubtedly the Grizzly's 53-51 upset of then undefeated and seventh-ranked Idaho, was rivaled by on-the-road wins over MSU and Boise. The latter, like the Idaho game, was won with a last-second shot.

Lady Griz coach Robin Selvig was named Northwest Women's Basketball League Coach of the Year. Men's coach Mike Montgomery has lead the Grizzlies into the Big Sky playoffs in each of his four seasons as head coach. Montgomery also has the highest winning percentage (60.9) of any UM basketball coach.

Naseby to retire

Naseby Rhinehart '35, the only athletic trainer the University of Montana has ever had, will retire at the end of the academic year.

The athletic department will honor Naseby at a banquet June 26 in the University Center Ballroom. The cost is \$15 and the public is invited. Reservations can be made through the Grizzly Athletic Office (243-5331).

Naseby came to the University of Montana in 1931 from Milwaukee. As an undergraduate he was a standout in football, basketball and track. He graduated in 1935 to become the Grizzlies' first athletic trainer. During the next 47 years he earned a reputation for his extraordinary ability to treat athletic injuries, and in 1979 he was named trainer to the U.S. team at the Pan American Games.

But it was as a friend and adviser to countless students, coaches, and University

employees that Naseby earned his special place in the history of Grizzly athletics.

News of Naseby's coming retirement elicited the following testimonial from Helena Mayor Russell J. Ritter M.A. '62:

Some years ago I had the privilege and opportunity of teaching and coaching at Missoula Loyola. Being a new coach, I needed all the help available. One place I always received it was from Naseby. Whether a Loyola athlete required a wax bath, custom made heel cups, or an accurate diagnosis of an athletic injury, or just somebody to listen to their problems, Naseby always had time as well as the wisdom, compassion and experience to solve them. Furthermore, I am sure countless similar experiences could be recited by coaches from throughout Montana if not the entire Northwest.

One of my most meaningful educational experiences came when, as a graduate student at the University of Montana, I enrolled in "Care and Prevention of Athletic Injuries," taught by Naseby. With all due respect to the medical profession, that course was and probably still is the "state of the art."

The Who's Who of the University of Montana can name a distinguished list of world renowned alumni—educators, authors, historians, jurists, business leaders, Nobel scientists, and statesmen—each contributing through their own profession to the world. In my opinion, one more name must be added to that list, that name is Naseby Rhinehart.

University presidents, coaches, educators, and mayors, come and go, but Naseby, you are a man for all seasons—forever THANK YOU.

Sincerely,
Russell J. Ritter

*A Special Invitation
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Alumni College X
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Friday, July 16 — Sunday, July 18
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\$140 a person
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Alumni College Director
Alumni Center, Missoula, MT 59812
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The Spotlight is on you

**You're on center stage
in the campaign for
the University of
Montana's planned
fine arts building.**

The support of people like you, who understand the importance of the arts in Montana, has made a dream a reality. Last April the Montana Legislature approved \$7.5 million for construction. But the building UM needs will cost \$8.6 million, and the Legislature challenged the University, its alumni and friends to raise the additional \$1.1 million.

Facilities for radio-television, the performing arts and UM's permanent art collection will be housed in a single building. The combination is cost efficient and will greatly enhance educational and job opportunities for Montana students. Equally important, UM will be able to circulate videotapes of cultural events to cities and towns throughout the state.

We're asking you to contribute so we can build a future for the arts in Montana. Gifts of any size are welcome, and all gifts can be pledged and made over three years.

If you wish to make a substantial contribution, you can "buy-a-seat" in the main theater for \$450. The seat won't be reserved for you, but your name or the name of someone you choose to honor will be engraved on a plaque in the lobby of the theater.

The campaign for the fine arts/radio-television building is your show, and you're on center stage. Give today.

University of Montana

Put me on center stage in the campaign for the UM's planned fine arts/radio-television building!

- ☐ Enclosed is my gift of \$ _____
(Make checks payable to the UM Foundation)
- ☐ I wish to make my gift over three years. I will make an () annual () monthly () other _____ payment of \$ _____ for a total gift of \$ _____ beginning _____ 19__
- ☐ I wish to contribute securities or other property. Please contact me.
- ☐ I am interested in the Buy-a-Seat program. Please contact me.

Name _____ Phone _____
Address _____ City _____ State _____ Zip _____

☐ alumnus ☐ student ☐ parent ☐ faculty ☐ staff ☐ friend
Your contribution is deductible for Federal Income Tax purposes.

Return to the University of Montana Foundation, 606 University Ave., Missoula, MT 59812



The Time of Your Life

Classnotes

20s

A. B. Guthrie Jr. '23, Hon. D.Lit. '49, Pulitzer Prize-winning author, has received the governor's Distinguished Achievement in the Arts award, which was presented at a banquet in Great Falls during the annual Montana Week of the Arts.

30s

Wilber Squires '34, Helena, has retired after more than four decades in the pharmacy business.

40s

Maurice Maffei '47, J.D. '50, longtime Butte lawyer, has been elected president of the Silver Bow Bar Association.

50s

William A. Worf '50, regional director of recreation and lands for the U.S. Forest Service in Missoula since 1969, has retired after 35 years of service with the agency.

Janet Jones Ivie '51, M.M.E. '52, has been reappointed to the state Teacher Standards and Practices Commission by Gov. Vic Atiyeh of Oregon. She is an elementary school music teacher in Central Point, where she has been teaching since 1966.

Byron "Pete" Dunbar LL.B. '52, who spent 27 years as an FBI agent and deputy county attorney, has been named the new U.S. attorney for Montana.

Henry J. "Hank" Pratt '52, an employee of the National Park Service in Denver, Colo., has been promoted to the rank of colonel in the U.S. Army Reserve's Medical Service Corps.

Clarence Almen '53 has been named range administration specialist in the U.S. Forest Service Northern Region headquarters in Missoula.

60s

Dean Regenos '61 is employed by the Missoula City-County Library. He is also writer/director for the Clark Fork Actors Alliance and his two-act play, "Flesh Tones," was performed in February.

Mark E. Odegard '62 has received his doctorate and is an assistant professor of geophysics at New Mexico State University.

Steve A. Matsko '65 has been promoted to vice president and area manager for the Old National Bank of Washington.

Toby Mercer '69, musician, songwriter and photographer, had an exhibit of photography and verse at the Butte Arts Chateau in January.

Ed Bartlett '67, J.D. '70, Butte lawyer, has joined the legal staff of the Montana Power Company.

70s

Joseph F. Shevlin '70, '74 has been named to the board of directors and is a shareholder in the certified public accounting firm of Junkermier, Clark, Campanella, Stevens, P.C. He is in charge of the tax department in the Helena office and is also the firm's assistant tax manager.

Marliss McKinnon Correll '71, M.B.A. '80 has been promoted to sales manager for medical office systems for Micro Business Associates, a computer system sales firm in Missoula.

Donald Gregg Ireland x'71 has been promoted to manager of the Billings branch of Bearings, Inc., distributor of bearings, bearing specialties and power transmission equipment.

Sue Brownlow '72 has been named branch manager for International Rehabilitation Associates, Inc., a private firm specializing in physical and vocational rehabilitation, in Missoula.

James Grady '72 is working on his fourth novel, a story set in southeastern Montana strip mining country, and is doing some freelance journalism and occasional pieces for nationally syndicated columnist Jack Anderson in Washington, D.C. His first novel was a CIA spy thriller called "Six Days of the Condor," which became a best seller and was made into a popular movie, "Three Days of the Condor."

Dick Crockford '75 has taken over the editorship of the Shelby Promoter.

Cindy J. Gustafson '75 has been named controller of the Cardiovascular Division of Physio-Control, a medical electronics company based in Redmond, Wash. She also is a director on the company's management team.

Carol L. Holzman '75 is assistant director and an instructor at the Sacramento Valley Institute of Jewelry Training in Carmichael,

Calif. She teaches the techniques of fine jewelry repair and manufacturing as well as the design and rendering of jewelry.

Jack McCormick '75, who has served as a state parole and probation officer in Butte since 1975, has been named a state institutions department corrections division administrative officer.

Peggy O'Connell '75 was hired by the Guthrie Theater of Minneapolis as an actress in "A Christmas Carol," which was also filmed for cable TV to be aired nationwide.

Sally Saunders '75 had an interview with entertainer Dick Van Dyke published in the February 1982 issue of *Saturday Evening Post*.

Mark Sanda '77 is manager of information processing for Office Products of Minnesota in Minneapolis.

Robert D. Shacklett '77, M.S. '80 is head tennis professional at Central Park Racquet Club in Spokane, Wash.

Russell M. Hatch '78 is a staff pharmacist at Sioux Valley Hospital in Sioux Falls, S.D.

Gerry Van Ackeren M.S. '78 has been hired as Missoula's new recreation superintendent.

Daniel E. Loveland '79 is an interior designer with Allsop Design in Seattle, Wash.

Barry Pritchard '79 has joined Ortho Pharmaceutical Corporation as a sales representative for the Rocky Mountain Division.

80s

Brad Belke J.D. '80, Butte lawyer, has been chosen as public defender for the local government.

James Woy '80 has received his Certified Public Accountant certificate and is working for Thomas, Head and Greisen of Anchorage, Alaska.

Linda L. May '81 has been hired as sales manager for legal and insurance office systems for Micro Business Associates, a computer system sales firm in Missoula.

Daniel R. McCarthy J.D. '81 has become associated with the law firm of Johnson, Skakles & Kebe, Butte.

John Tabaracci '81 has assumed an administrative staff position in the Loan Servicing Department at Home Federal Savings, Helena.

Marriages

Connie Flaherty and **Jim Erickson** '64
 Sharon Eisenberg and **David Oien** '73
Susan L. Jolley '74 and Ned Williams
 Marcia Finkelstein and **Gary Sells** '75
 Kathryn Cranston and **Theodore Hinson Williams** '76
 Kim Canaris and **Darrell G. Brave** '78
Marlene Ungaretti '78 and **Darrell Messmer** '79
 Leslee Kay Stout and **Bradley E. Tschida** '79
 Debby Hurlburt and **Dave Weingartner** '79
Mary Alice Brabeck x'80 and **James Michael Wontor** '79
 Jill Corinne Thrasher and **Douglas John Deppel** '80
Karen Gill '80 and Steven Taormina
Wendie Carlson '81 and **Terry Thomas** x'81
Lori Ann Darlington '81 and Mark Steven Sarti
Mary Sue Galford '81 and Donald C. Rudolph II
Sharon Keith '81 and Dana J. Bronson
Alyce Miller '81 and **Tom Krantz** '76
 Janet Corrinne Warner and **Steven Wayne Sorensen** '81

Births

Torhil Sarah to **Janelle Fallan** '74 and **Ken Dunham** '70
 Sara Lane to **Nancy Cory Springer** '71 and Capt. Charles T. Springer

Deaths

Grace Baldwin Hutchinson '22, M.A. '26
Mary Louise Eckley Smith '22
Charles Adam Nickolaus '24
Raymond F. Calkins '31
Jean Romunstad Howard '38
Donald C. Ritter '46
Charles Roger Hungerford M.S. '52
E. Dean Hart '55
Bruce Lee Olson '60
Otto H. Naser '63
Harriet Miller Van Fleet '72
Roger Scheifler '78
John J. Wooden Legs Hon. L.H.D. '78

Stunning new prints from the Friends of the Library!

Here's a beautiful way to help keep the Maureen and Mike Mansfield Library strong. The Friends of the Mansfield Library are offering two high-quality prints in 1982 as part of their ONCE UPON A TIME series. Well-known poster artist and illustrator Monte Dolack has contributed "Kyi-Yo Dancer," a vivid water-color portrait that has to be seen in color to be properly appreciated. Dolack, a Missoulian who creates posters for Hollywood films and designs album covers for the record industry, has signed each print. And as a special alumni selection, Gene Burke has created a University of Montana "histograph," which salutes UM and some of its most prominent alumni, faculty and presidents, from A. B. Guthrie Jr. to Mike Mansfield. It's an impressive list, and so attractively packaged you'll want to hang this unusual print in your home.



Kyi-Yo Dancer

Order either or both prints now, and help our fine library during these tough economic times.

- ☐ Please send me "Kyi-Yo Dancer." I enclose \$25 for the Mansfield Library Book Fund and Membership Drive.
- ☐ Please send me the *University of Montana Histograph*. I enclose \$20 for the Mansfield Library Book Fund and Membership Drive.

\$ _____ Send to: Friends of the Library Book Drive
 Name _____ Maureen and Mike Mansfield Library
 Address _____ University of Montana
 _____ Missoula, Mont. 59812



UM Histograph

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1.1 MILLION

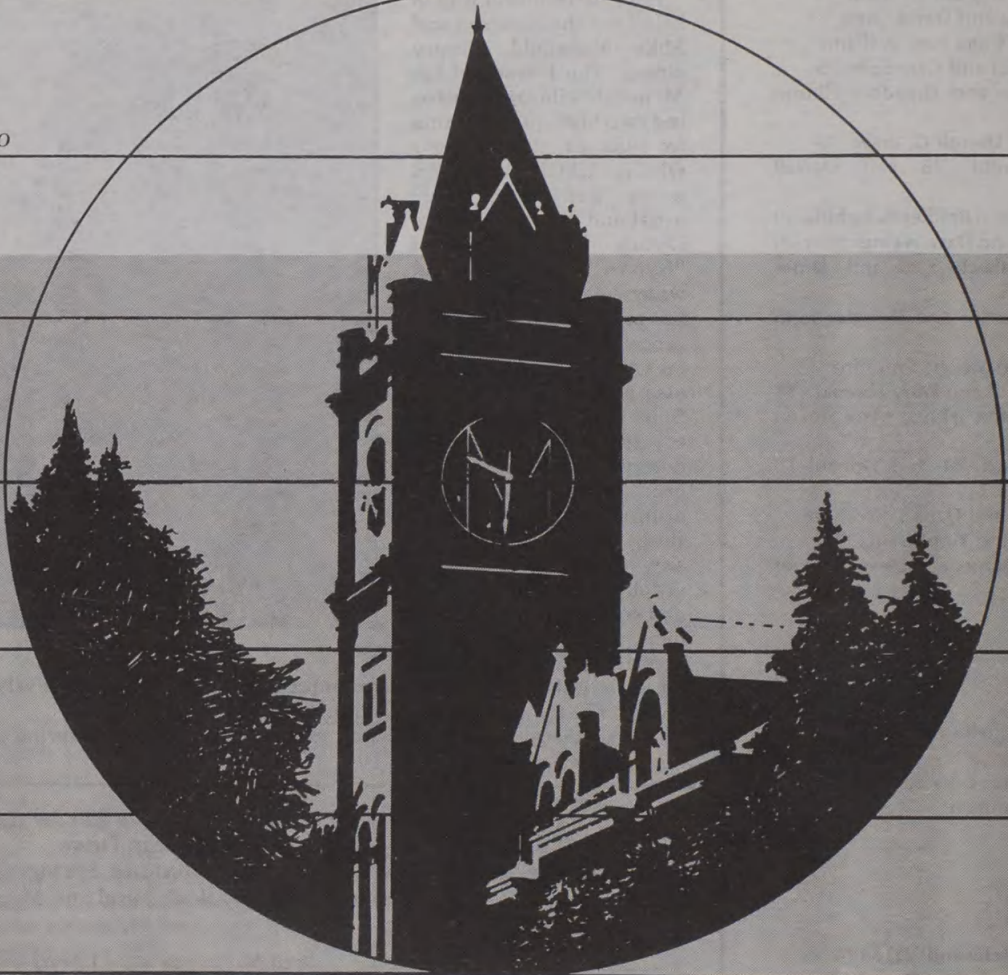
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\$600,000

\$400,000

\$200,000



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